

RESEARCH EXERCISE

Knowing, or even suspecting, that someone is engaged in criminal activity can be a huge burden. They sometimes don't know where to turn for help or how to do it. This exercise requires young people to conduct some research among their peers, to consider other avenues for disclosure and to advise others on how to respond in such situations.

Aim: To encourage students to both engage on a deeper level with some of the issues raised by Terriers and Eve's Story and to further develop their literacy skills.

Resources: Pens/pencils, paper, online links.

Preparation: Select which challenges you wish to set individual students –

Space: Classroom – no reconfiguration required.

Time: Four – six lessons, depending on how far you proceed.

Resources: These will depend on your approach but might include: clipboards, paper, graph paper, pencils, pens, colours, rulers, IT.

Preparation:

- Talk with colleagues to see if it's possible for students to conduct their research in other, relevant, classes.
- Read through Where Do We Go? This offers students a number of options for presenting their research findings and you may want to limit (or extend) these.

Space: Classroom – no reconfiguration required

Example

Lesson 1:

- **Lead a discussion on Aldo and Chelsea's options as they decide to leave the Terriers. Did they discuss sharing their fears with anyone?**
- **Ask students to research what Aldo and Chelsea's options are.**
- **Ask students to discuss what fears young people might have leaving a gang and how they could overcome these, what help they could find.**
- **Talk the task through with them the available options for presenting their findings.**
- **Support the young people as they identify research areas and generate questionnaires for their peers**

Lesson 2:

- **Support the young people as they conduct their research, and begin to collate their findings.**

Lessons 3 & 4:

- **Support the young people as they finalise the process of presenting their findings.**
- **Facilitate a process that allows groups to share their work. Are there any common threads? Are there any discrepancies? Can these be explained?**

- Support the students as they conduct research into other potential avenues for disclosure (e.g. Crimestoppers, ChildLine). What are the advantages and disadvantages of these?

Lessons 5 & 6:

- Set young people the task of designing and creating posters that
 - (a) stress the importance of disclosure and
 - (b) Offer advice.
- Allow them to share their work.
- Ask where they should seek permission to have these displayed around the school and how to go about this. How else could the posters be used?